

## **SECTION B**

### **LIST OF SCHOOLS TO BE SERVED**

**School Improvement Section 1003(g)**

**Smithridge Elementary School**

**Washoe County School District**

**SCHOOLS TO BE SERVED:** An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

<b>SCHOOL NAME</b>	<b>NCES ID #</b>	<b>TIER I</b>	<b>TIER II</b>	<b>TIER III</b>	<b>INTERVENTION (TIER I AND II ONLY)</b>			
					<b>turnaround</b>	<b>restart</b>	<b>closure</b>	<b>transformation</b>
Smithridge ES	320048000245	X			X			

**Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.**

Please provide a narrative explaining the following requirements. As a reminder, some of these requirements address the LEA as a whole while others address each school in the application.

**Requirement 1:** For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs for each school and selected an intervention.

The Washoe County School District (WCSD) demonstrated a differentiated approach to each school beginning with the decision to implement a Turnaround Model at Smithridge. As outlined by WCSD Deputy Superintendent Pedro Martinez at the June 3, 2010, interview, this decision was based on four criteria: 1) AYP data trends; 2) growth trends over a four-year period; 3) District level guidance and input from the Area Superintendents; and 4) parent, staff, and community input. At Smithridge, after holding multiple meetings with staff, parents and the community, it was clear this school had embedded morale issues, which went beyond the capacity of the current leaders. A majority of teachers from Smithridge believed the school was doing a good job and change was not required in order to improve student achievement. Through a thorough needs analysis in combination with questionnaires and surveys, it was found teachers did not have a good grasp as to *why* their school was failing. The decision was made therefore to implement the Turnaround Model at Smithridge in order for the new principal to make the drastic changes needed to improve student achievement. During this decision-making process, all impacted employee associations were consulted and brought into District-level discussions surrounding this school. Criteria was reviewed and the associations were in full agreement with making Smithridge a Turnaround model school. The District also had full transparency in the process and shared this with the local media, developed a web page that allowed the community, teachers and parents to be kept up-to-date on the process.

The results of the NCCAT-S guide the development of Smithridge's Restructuring Plan. The following are the indicators and/or elements that are considered to be of highest priority based on Index and Rubric Scores.

**Indicator or Element: 1.2** All instructional staff members deliver the standards-based curriculum to all students. (d. Communication) - **Some** instructional staff communicate grade level content in student friendly terms as apparent through administrative observations, walk-through data and displaying standards or "I Can" statements in the classroom.

**Indicator or Element: 1.9** School-parent partnerships are primarily focused on student achievement (c. Parent Training and d. Teacher Training). **Some** of the teachers trained have PD agendas and instructional materials.

**Indicator or Element: 2.1** All instructional staff members use classroom assessments aligned to state content standards (b. Assessment). No apparent alignment with assessments.

**Indicator or Element: 2.2** All instructional staff develops unit/lesson plans based on student assessment results and adjusts instruction accordingly (a. Plan Development). No artifacts or documentation noted as evidence to support development or implementation for all staff.

**Indicator or Element: 2.4** "Timely feedback to students on an on-going basis" (c. Use of Feedback). No artifacts or documentation noted as evidence to support development or implementation for all staff.

**Indicator or Element: 3.1** School leadership develops and communicates a clear, shared vision and mission (c. Implementation). Not currently a leadership priority.

**Indicator or Element: 3.4** School leadership systematically monitors and evaluates the effectiveness of instructional programs (a. Monitoring). Not currently a leadership priority.

**Indicator or Element: 3.5** School leadership allocates the resources necessary to increase student achievement (a. Budget Development). Staff involvement in the budgeting process is lacking and not currently a leadership priority.

**Indicator or Element: 3.7** School leadership ensures that all professional development is focused on improving student achievement (b. Planning and c. Leadership Support). Not currently a leadership priority.

Additionally, Smithridge's Restructuring Plan Draft (2009-2010) data analysis indicates the following trends.

<b>I A. Data Element</b> Identify data sources and attach relevant documents.	<b>I B. Data Analysis</b> Identify the trends that significantly contributed to the school's failure to make AYP.
Historical Executive Summary	<p>In school year 2005-06, Smithridge Elementary School received a new principal, Sheila Meibergen, and a new assistant principal, Yuen Fong who were both new to their roles. The following year, 6<sup>th</sup> graders were moved to Pine Middle School and the enrollment dropped from 792 to 667 students. Since then, the total enrollment has remained around 660 students each year. The Hispanic percentage of this enrollment has grown from 77.6% in 2004-05 to 87.1% in 2009-10. Correspondingly, the White/Caucasian portion as decreased from 13.4% to 7.5%. However, the largest change has occurred within the limited English proficient group that increased from 46.5% to 71.4% over the last six years. For the 2009-10 school year, Tom Wortman will be the new principal.</p> <p>Smithridge has consistently used the district-adopted curriculum materials. In 2001-02, teachers began implementing CELL/ExLL best strategies framework for literacy instruction. They adopted Houghton-Mifflin reading program in 2005-06 and Everyday Math in 2002-03 for K-2 grades and in 2003-04 for grades 3-5. These programs are currently supplemented with Early Success/Early Success in reading and a variety of teacher-selected math materials.</p>

	<p>Smithridge parents were offered school choice in 2006-07 and in 2007-08 they were offered both school choice and supplemental education services (tutoring.) The following year, in addition to school choice and supplemental services, the school received a school support team leader, Janice Florey, who assisted with school planning and monitoring growth over the next two years. Currently, 41 families are taking advantage of the school choice option and 130 are using one of the free tutoring programs.</p> <p>The school's goals over the past five years have altered slightly. They all include proficiency in reading, math, and writing. However, some years' goals have targeted specific learning skills (e.g., comprehension or measurement, estimation, computation, and geometry) and other years, specific student populations have been included in the focus (e.g., students with special needs and limited English proficient students). Since 2007-08, the third goal has been to create a positive, safe, and motivating environment to increase student learning.</p>
AYP and Assessment Data	<p>AYP scores for 2004-05 were dismal for Smithridge. All areas in English/language arts (ELA) and math contained red cells with the exception of reading for White/Caucasian students. The following year, 2005-06, due to safe harbor, the only group that was red was the special education (IEP) population. Then, in 2006-07, the Hispanic-Latino cell was red in math and the LEP group was red in ELA. In 2007-08 all the red cells occurred in ELA and all the math cells were marked for safe harbor. In 2008-09, All cells were again red with the exception of Hispanic/Latino students in ELA.</p> <p>Third grade CRT data in math demonstrates an increase in proficiency from 18.6% in 2003-04 to 41.4% in 2008-09. Third grade ELA scores remained closer to 25% average from 2003-04 to 2007-08 and then took a jump to 38.3% last year. Fourth grade data for the past three years is not consistent. Both fell this year, reading from 33.7% in 2007-08 to 27.2% in 2008-09 and math from 45.0% in 2007-08 to 33.7% in 2008-09. Fifth grade reading results have been uneven, but have grown from 28.6% in 2003-04 to 39.2% in 2008-09. Fifth grade math began at 48.4% in 2003-04, then dipped into the low thirty's for the next three years, then rose to 46.1% and 47.3% in the last two years, 2007-08 and 2008-09.</p> <p>CRT scores by subgroups show consistent low performance in special education (IEP) population scores in both reading and math over the past five years. Last year, 4% were proficient in reading and 7% were proficient in math. Limited English</p>

	proficient (LEP) students were similarly and consistently low, 17% in reading and 29% in math. This is of high priority because of achievement data showing 0% proficiency in reading and math.(See attached data tables.)
NCCAT-S Summary	
Additional Data Components SST Leader Report Summaries	The SST leader is concerned about the lack of consistent use of recent professional development training. As examples, she noted the lack of student engagement and of fidelity to proven instructional strategies to assist LEP students.

**Requirement 2 (R2):** The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the application in order to implement, fully, and effectively, the required activities of the school intervention model it has selected.

**Staff recruitment and selection (NDE rubric level 3):**

Upon notification of the School Improvement Grant and the designated schools, the district notified each principal of their pending removal. Meetings were held with the Superintendent, Deputy Superintendent and Chief Operating Officer as well as associations' leadership to notify and explain in detail the requirements of the grant. Staff was then notified with personal visits by a team of district staff. Meetings were also held at night with parents at each school site. In order to receive stakeholder input the WCSD SIG Committee gathered school staff and parent surveys regarding principal characteristics desired and areas of improvement needed at the school. Screening, interviewing and selection of principals took place in late March and early April (See District Appendix for complete job description). The job description for a SIG Principal was changed to reflect the requirements by the reform model. Turnaround leader competencies were derived by "mapping the cross sector research on turnaround leaders in large organizations"<sup>1</sup> (Public Impact for The Chicago Public Education Fund, 2008). Competencies include:

- Driving for results cluster
- Influencing for results cluster
- Problem solving cluster
- Showing confidence to lead

In using the above research as a guide all SIG Principals were reviewed against the following criteria:

- Proven track record for improving student achievement;
- Proven track record in analyzing and utilizing data to improve instruction;
- Demonstrated ability to build successful teams, including both educators and education support professionals;
- Manage operations;

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<sup>1</sup> Competencies selected from *Competence at Work: Models for Superior Performance*, Spencer and Spencer (1993). *Leader actions from school turnarounds: A review of the cross –sector evidence on dramatic organization improvement*, Public Impact for the Center on Innovation and Improvement (2007) and *Turnarounds with new leaders and staff*, Public Impact for the Center for Comprehensive School Reform and Improvement (2006).

- Guide curriculum and instruction;
- Evaluate teachers and staff to improve student achievement;
- Lead organizational learning; and
- Develop school-wide vision.

Staff for this Turnaround school was selected using the following criteria: All certified classroom teachers were observed teaching either Literacy or Math. The teacher's use of "high yield" strategies was noted and the amount of student engagement in the classroom was also a focus. Following this, all certified and classified staff was interviewed with the incoming Principal and Area Superintendent. A variety of questions related to instruction, change, and teamwork were asked of all staff. Determinations of staff retentions were then discussed with the Area Superintendent and the existing Principal. Staff was notified of their status by letter either inviting them to stay at Smithridge or not.

Additionally, meetings were held with stakeholders including association representatives regarding changes in recruitment and hiring practices. The following are agreed upon guidelines with WCSD, Washoe Education Association (WEA), Washoe School Principal Association (WSPA), and Washoe Education Support Professionals (WESP):

- Twenty-five percent of employees (WEA) from a new SIG Principal's former school, may be transferred to a SIG principal's school, and this will be monitored by the Area Superintendent.
- The WSPA, subject to Area Superintendent approval, any vacancy at any SIG school, may be filled with a voluntary transfer from the principal's existing school into the same position at the SIG school.
- The definition of staff includes all certified and all education support professionals (WESP). Principals must re-hire at least 50% of their certified staff and 50% of their classified staff.
- Principals will interview and rehire teachers and classified employees based on the selection criteria established (see above).
- Teachers not rehired will be eligible to transfer through the Voluntary Transfer process, which is scheduled to be held from May 10, 2010, through May 28, 2010. Teachers not selected through the Voluntary Transfer process will be placed through the Overage process, scheduled for June 22, 2010.
- WESP employees not rehired will be transferred into a comparable position.
- Employees selected to be employed at a SIG school are encouraged, but not required, to remain at the school for three (3) years.

### **Staff training (NDE rubric level 3):**

Next year each school will identify Dashboard Target Goals that support our Pathway Indicators. For 2010-11, Administrator Professional Development to support the new Principal Performance Growth System will include:

- Skillful Teacher
- Data Dialogue and Decision Making
- Measured Academic Progress (MAP)
- Improving Classroom Observational Skills for Administrators

- Cultural Competency
- Train administrators to understand Principal Performance Growth System

For teachers, an Individual Performance Growth Plans (IPGP) will be developed to hone skills in instruction, classroom management, and communication. All educators will receive an Individualized Performance Growth Plan (IPGP). The IPGP is an employee development tool designed to help educators identify a set of goals or actions to help enhance knowledge, skills, and/or abilities based on performance as well as career ladder. Professional development will be provided as needed in relation to the IPGP. District level IS hired through the leveraging of several funding sources (Title I, Title II, federal earmarks) will be working on an individual basis with the SIG school to develop supports the principal feels is needed in the way of teacher capacity which includes professional development. For example at Smithridge, if Principal Wortman has a teacher who needs additional classroom support in the area of ELA content for grade 4. Mr. Wortman will relay this need to the Performance Director who will then disperse the IS with the expertise in this area. Local capacity will also be developed in terms of instruction related to Science, Technology, Engineering and Math (STEM). Grade level reps will attend the National Science Teachers Conference in August 2010. These grade level reps will be the foundation of the STEM training offered at Smithridge E.S. We will continue to expand this cohort to encompass technology training on a scheduled basis as well as providing professional development in LEGO WeDo and project based learning. Staff development will be embedded within the school day and supported by the Instructional Coaches and Administration.

### **Consultation and coaching (NDE rubric level 3):**

The District has hired four Area Superintendents one for each Zone 1, 2, 3, and 4 and two Performance Directors one for Zones 1 -2 and a second for Zones 3-4. Because these positions are critical to the successful implementation of SIG initiatives partial funding of the Zone 1 and 2 Performance Director will be in the district's application. Much like a Turnaround Office, the Office of School Performance, which houses the positions of Area Superintendent and Performance Director, will have direct accountability and supervision of the SIG schools. There will be a .25 FTE for the Performance Director for Zone 1-2. The remaining funding will come from Title I Basic and the District's general fund. The schools in Zone 1 and 2 are the District's highest need schools and therefore fewer schools are in these zones because more focused attention to these individual schools is needed. In addition, each Zone will have a School Support Team comprised of District central office departments including Special Education, IT, Human Resources, Public Policy Accountability & Assessment, and Plant Facilities.

On the local level, Implementation Specialists (instructional coaches) will be available to assist with the implementation of best practice instruction. Title I funds will provide two Implementation Specialists (IS) to help with teacher effectiveness. IS will be immediately "dispatched" according to walkthrough data collected by Principal Wortman and the Dean of Students to remediate any teaching deficiency. The effectiveness of this coaching will then be determined by follow up walkthrough data and teacher set goals. These goals will be set by the Implementation Specialists, the Principal, the teacher, and the Dean of Students. Teacher and IS/coach confidentiality will be respected by the administration, but follow-through with best practices and Nevada State Standards will be paramount. The IS will also work closely with the

STEM Implementation Specialist to assist with the integration of STEM foci across the curriculum.

The District has two well established professional development programs for new and veteran teachers. The **New Teacher Induction and Mentoring Program**, developed in 1997, and Implementation Specialists (IS) Program **developed** with state incentive funds, have proven to be highly powerful in supporting the professional growth of our teaching staff. Both these programs are currently sustained on federal earmark funds. Evaluation results from both programs show teacher growth as well as continuous improvement in program delivery.

**Implementation Specialists (IS)** provide high quality, targeted professional development and support to four zones, Kindergarten through 12<sup>th</sup> grade to build teacher capacity, enhance teacher effectiveness, and increase student learning and achievement. IS are deployed in four zones as directed by an Area Superintendent to work primarily with content area and grade level Professional Learning Communities (PLCs) and with individual teachers to the extent possible.

IS will support PLCs and teachers by teaching, modeling, and supporting collaborative structures, assisting PLCs to analyze student work and various types of data and in the design of interventions and common assessments, providing expertise in standards-based lesson planning, modeling best practices, as well as participating in observations and providing feedback to support implementation of concepts and strategies learned in professional development sessions. The IS Program will contribute to educational practice in the district, and specifically to this SIG school because activities consist of a broad range of intensive, sustained, job-embedded professional learning aligned to school-wide and WCSD goals, curriculum, instruction and assessment for the purpose of improving the quality of teacher performance and raising student achievement. District level IS hired through the leveraging of several funding sources (Title I, Title II, federal earmarks) will be working on individual basis with the SIG school to develop supports the principal feels is needed in the way of teacher capacity which includes professional development.

**New Teacher Induction and Mentoring Program** provides Mentors, who guide and support the work of K-12 novice teachers in their first through fifth year, by observing them in the classroom, offering feedback, demonstrating effective teaching methods, assisting with lesson plans and helping them analyze student work and achievement data to improve their instruction. The goals of the program are to: 1) Increase teacher retention; 2) Accelerate teacher growth and high-quality performance; and, 3) Increase student achievement. Essentially, all WCSD students K-12 will benefit from this program.

The New Teacher Induction and Mentoring Program will contribute to educational practice in the District, and specifically to Smithridge ES, because it is a multi-year program with sanctioned time for mentor-new teacher interactions, rigorous Mentor selection criteria and initial training and ongoing support and professional development for Mentors. Support is aligned to WCSD goals and school improvement priorities and Mentors are assigned to the same group of schools each year, allowing them to build collegial relationships with staff members and site administrators, which enhances the school-wide support of novice teachers and the



building of strong working relationships and collaboration among teachers. This, in turn, promotes novice teacher well-being and satisfaction, leading to higher retention rates.

**Staff evaluation (NDE rubric level 3):**

The District is currently writing a Teacher Incentive Fund (TIF) federal application. All schools in the TIF grant are the SIG schools. Shortcomings of the District's present evaluation system will be addressed with solutions carried out by the grant. Already the District has utilized two veteran principals to develop a new Principal Performance Growth System which will be completed by the end of August 2010. The Teacher Performance Growth System will be modeled after the principal version. Already we have been in discussions with the Washoe Education Association on the development of the evaluation system. WCSD's teacher evaluation design will align to federal as well as Nevada Race to the Top (if funded) expectations and implements the utilization of multiple value-added measures of student achievement data that fairly represents student progress and monitors the different levels of teacher effectiveness, incorporates classroom observation protocols, analyzes standards-based classroom artifacts and student work samples, includes instructional portfolios that contain self-reporting/monitoring measures, systematically monitors professional development implementation and establishes student rating systems of teachers as described by Goe, Bell & Little (2008). Teacher contributions to defining and establishing the student performance targets successfully supports a model of consistent, reliable and reasonable performance growth criteria. The proposed WCSD process to evaluate teacher effectiveness also works to build capacity of high quality instructional strategies, creates positive/diverse school climates, encourages family engagement/school-home partnerships and supports the District's model of continuous school improvement as outlined within the WCSD Strategic Plan. It is essential to integrate all of these components within the teacher evaluation system in order to ensure rigor and increased student achievement as defined by Little, Goe & Bell (2009). Our stakeholders, including both local and state teacher association leadership, have agreed to the following four baseline measures:

1. 50% of the evaluation will cover student achievement data (33% will be based on summative growth data and 17% will be based on local measures of student growth);
2. 50% of the evaluation will be based on other data and information determined by each LEA (e.g. classroom observations);
3. Review of evaluations from the previous three years will be considered; and
4. Performance review discussions will include areas of strength, growth, and performance with focused areas for the following school year.

In addition to the four baseline measures for teachers, principal effectiveness will include elements such as analyses of working conditions, the rate of teacher retention at the school, teacher access to professional development based on data-driven improvement needs, high school graduation rates, and college enrollment rates.

The **Peer Assistance and Review (PAR)** process outlined by the Montgomery County Education Association will also provide guidance to designing specific indicators within the WCSD teacher evaluation program. PAR describes a successful protocol of teachers working together to improve the quality of teaching and learning. The program solicits the input of a joint panel of teachers, teacher's union representatives and administrators that collaborate, build

consensus, and recommend effective teacher evaluation criteria and system support. The performance review comes from peer educators with current, extensive and highly successful classroom experience (Montgomery County Educators Association- mcea.nea.org 2010). Through the TIF grant, incentives will be given to personnel at schools who make their overall school performance growth goals. These incentives are \$5,000 for principals, \$2,000 for certified and \$500 for classified. The Nevada RTTT application calls for the following steps which WCSD has planned for in its TIF application NV RTTT, D(2) p. D-19-21):

1. All educators will receive feedback on performance as indicated in frequent formative opportunities and a summative formal end of year review. *WCSD will use Scorecards and Dashboards to assist with this data, as well as Data Implementation Specialists and Data Analysts to both train and interpret data for instruction and evaluations (See District Appendix for job descriptions).*
2. All educators will receive an individualized development plan following a summative review. *WCSD will use the Individual Performance Growth Plan. This employee development tool will be designed to help educators identify a set of goals or actions to help enhance knowledge, skills, and/or abilities based on performance as well as career aspirations to increase effectiveness for the following school year.*
3. Professional development will be provided *as needed by the District level IS hired through the leveraging of several funding sources (Title I, Title II, federal earmarks). These IS personnel will be working on individual basis with the SIG school to develop supports the principal feels is needed in the way of teacher capacity which includes professional development.*
4. Teachers and principals will be held accountable for accessing professional development. *WCSD will utilize Master Teachers, Implementation Specialists, Teacher Mentors and Principal Mentors to assist in these endeavors.*
5. Outstanding educators (or groups of educators) who demonstrate extraordinary effectiveness will be identified. LEAs and the NDE will determine how to maximize their talent through opportunities at the school, district, and state level as part of a career ladder. *WCSD will have both principal/leadership and teaching tracks for District personnel.*
6. Evidence will be provided for licensure renewal, career trajectory decisions, and tenure decisions. WCSD will work closely with the NDE and teacher and principal associations to establish policies on teacher and principal effectiveness based on performance and to negotiate and implement approaches for applying data-driven decisions related to promotion, tenure, and dismissal of teachers and principals (NV RTTT, D(2) p. D-19-21).

#### **Systems of Support (NDE rubric level 3):**

- One-on-one coaching/modeling by Zone IS;
- One-on-one mentoring/modeling by District Mentor;
- One-on-one coaching/modeling by RCTL content specialists;
- Track III individual professional improvement plan with timelines, resources, etc.;
- Focused observation of expert teachers accompanied by District Mentor to guide focus of observation;
- In-service class participation with follow-up implementation guided by Zone IS/District Mentor;
- Conference attendance, professional books, online class attendance and other resources.

**Stakeholders (NDE rubric level 3):**

The District has worked closely with all associations in the human capital area. Associations have been involved with discussions on areas impacting certified and classified staff. During the 10-11 FY, the Chief Operating Officer and Chief Human Resources Officer will be implementing sweeping changes in this department. All the systems of recruiting, hiring, retaining and evaluation will be reviewed and in most cases changes made. The stakeholder groups, including the associations, will be consulted for input. A large emphasis will be placed on the recruiting and retaining of a more diverse workforce.

**Program evaluation (NDE rubric level 3):**

The research and evaluation group in WCSD will conduct a thorough implementation and impact evaluation of the School Improvement grant. We will use ongoing formative and summative methods to examine implementation fidelity to the chosen intervention model in addition to overall performance of the District and SIG schools. Additionally, the evaluation will assess the degree to which district supports exist to sustain and scale up successful practices in our schools. A comprehensive evaluation plan will be developed and implemented at the beginning of the 2010-2011 school year.

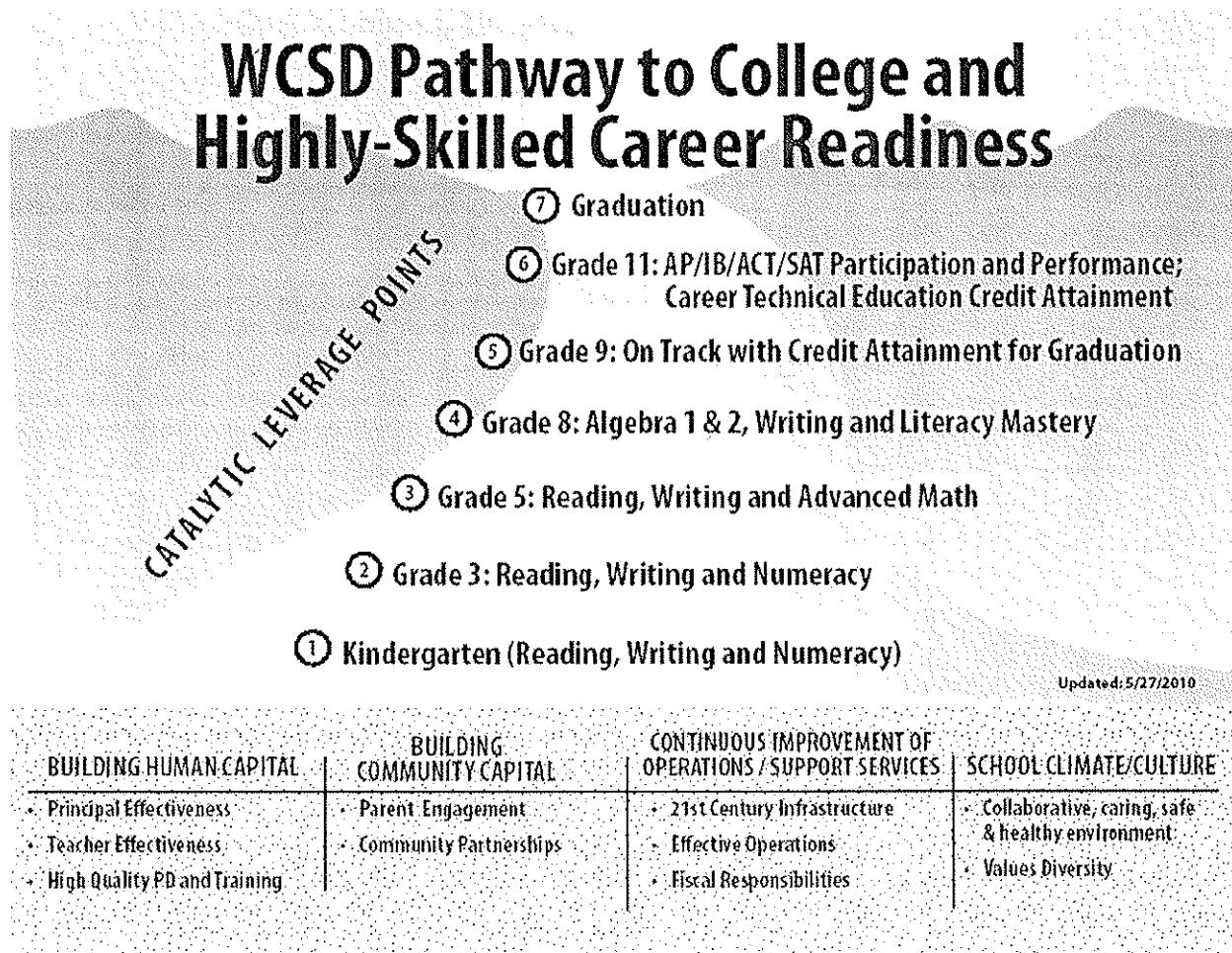
The formative/implementation evaluation will focus on measures of fidelity to ensure the chosen model is implemented as intended. To examine fidelity, the evaluation team will develop a detailed logic model and specific benchmarks for the implementation timeline. The formative evaluation will build in a robust communication schedule to meeting with project leadership to identify strengths and obstacles of implementation. In addition, the evaluation team will strengthen district policies and procedures around data collection as part of school improvement efforts. These data will be documented throughout the project so scale-up and replication efforts can learn from the intervention models schools put in place. This will allow for effective practices to be culled and used in all schools in the district. Quantitative and qualitative data will be collected using several methods, such as interviews, walkthroughs, surveys, and analysis of student level data. Information gained from the formative evaluation will be shared on a quarterly basis with School Improvement Teams (SIT), zone leaders, the Executive Cabinet, and the Superintendent through evaluation briefs. This information will be valuable in informing key decisions to help drive on-going implementation and progress.

The summative evaluation will assess the impact of the chosen intervention model on student learning. Specifically, data obtained through interim assessments and State CRT assessments will be used to measure student achievement. In addition, a growth analysis will be conducted longitudinally to measure the rate at which gains are made in student scores. It is expected that SIG schools will achieve a rate of gain in scores at higher levels than the overall district average.

The evaluation will be a key component to the overall district initiative of achieving key reforms based on strong evidence and best practice. Evaluation also ensures sustainability by aiding in realistic goal setting, identifying areas of challenge and strength, and providing an accurate depiction of the schools in relation to other schools within the district.

The Pathway to College and Highly Skilled Career Readiness (The Pathway) is at the center of WCSD's improvement strategy. It establishes a set of common, ambitious, concrete goals for everyone involved with Washoe County schools--students, parents, teachers, principals, administrators and other school staff.

The Pathway identifies catalytic leverage points/important milestones for student success and creates a "value chain" that links the work of teachers and administrators across grade levels and schools. The principals and faculty from elementary, middle and high schools serving a community will constitute a vertical team responsible for jointly setting goals across the schools. Rather than setting individual school goals, they will set team goals for which all of the schools on the vertical team share responsibility. Representatives of all the schools in a vertical team will come together regularly to establish the goals for each milestone, review progress toward the goals, and to make adjustments to implementation.



The following performance indicators will be used as performance management indicators through annual scorecards:

- Demographic profile
- Graduation rates
- Dropout rates
- High school proficiency performance
- Ninth grade credit accruals
- Grades in English, science, math

- Eighth grade algebra participation
- High school math finals
- Adequate Yearly Progress
- Discipline referrals
- Attendance of students and staff
- School climate and safety
- Family engagement

Performance Management Indicators have been carefully chosen to reflect school and student progress and are aligned with district priorities. The indicators include Pathway to Success key lever points as well as other intermediary variables that influence academic achievement, such as family engagement and school climate. These indicators will be used for both formative and summative purposes. For example, ninth grade credit accrual will be used to inform implementation of school programs and policies as well as serve as an end outcome of performance.

In addition to the listed indicators, principals at each of the schools are currently engaged in a target setting process. Targets are being set based on each school's particular areas of challenge. Goals will also be established in consideration of the needs and strengths of the schools in which the student population feeds into. In meeting these goals, the impact on student success is not limited to one school; rather, the effects are broad based that extend district-wide.

### **Facilitative administrative supports (NDE rubric level 3):**

With the restructuring of the WCSD, schools are now aligned vertically (Pre-K-12<sup>th</sup>) and placed in one of four zones. Smithridge ES is in Zone 4. The District has hired two Performance Directors one for Zones 1 and 2 and a second for Zones 3 and 4 and Area Superintendents for each Zone 1, 2, 3, and 4. Because these positions are critical to the successful implementation of SIG initiatives, partial funding of the Zones 1 and 2 Performance Director will be in the District's application. Much like a Turnaround Office, the Office of School Performance, which houses the positions of Area Superintendent and Performance Director, will have direct accountability and supervision of the SIG schools. There will be a .25 FTE for the Performance Director for Zones 1 and 2. The remaining funding will come from Title I Basic and the District's general fund. The schools in Zones 1 and 2 are the District's highest need schools and therefore fewer schools are in these zones because the needs more focused attention to these individual schools. In addition, each Zone will have a School Support Team comprised of District central office departments including: Special Education, IT, Human Resources, Public Policy, Accountability and Assessment, and Plant Facilities. The Area Superintendent and Performance Director for Zone 4 will work closely with Zone 1 and 2 Area Superintendent and Performance Director to ensure continuity.

Each Zone has an **Area Superintendent** and **Performance Director**. These two positions will oversee the implementation of the SIG turnaround model for Smithridge ES. Specifically, the Area Superintendent is accountable for increasing student outcomes and overall performance of a grouping – or “Area” – of schools, in order to increase student achievement, increase high school graduation rates, decrease the dropout rate, eliminate the achievement gap, and increase the number of students attending college. Among the most critical duties for this SIG school will be to:

- build an effective, high-performing team and use area resources consistent with performance management data and specific needs of Smithridge ES;
- assess the needs of the school in the area, analyze school performance outcomes, implement District's performance management process and tools, and identify strategies in order to provide the differentiated support and resources necessary to drive school improvement;
- provide resources and support to teachers and school staff around data analysis and instructional improvement;
- create a climate of professional collaboration and sharing of best practices by establishing structures that foster shared learning, information and resource exchange across schools;
- identify, develop, and assign or recommend assignment of effective leaders at all levels;
- develop an individualized Leadership Development Plan (LDP) for the Smithridge ES principal and conduct regular formal and informal evaluations to monitor performance against district-determined metrics, targets and goals of the LDP;
- evaluate, in conjunction with the Office of Performance, existing programs, services and practices to expand those that are most effective and reduce or eliminate those that are less effective.

The Performance Director, under the general direction of the Area Superintendent and in collaboration with other managers, will coordinate the work of a cross-functional team of specialists to assure quick, effective response to Smithridge's needs related to student performance; monitors student results with principals and aligns resources to impact student performance results; assures prompt, direct, effective service to students to facilitate improved academic performance; aligns local school student performance goals with those of WCSD assuring that the needs of all significant stakeholders are addressed; and is accountable for Smithridge ES making academic targets.

### **Systems interventions (NDE rubric level 3):**

Under the District's soon to be adopted (May 25, 2010) Strategic Plan, the district will adopt a theory of action for **Management Performance Empowerment**. The Managed Performance Empowerment is composed of two parts balanced through accountability. This includes:

- Managed Instruction
  - Alignment
  - Differentiated instruction
- Performance Empowerment
  - Accountability
  - Autonomy

Between managed instruction and performance empowerment, the district will balance control (managed instruction) and autonomy (performance empowerment). Through the use of this theory of action, the district will be able to evaluate Smithridge's progress in achieving preliminary success with the turnaround model. If necessary, the District (through the Area Superintendent and Performance Director) will be able to make adjustments, or if necessary,

realign learning strategies in order to ensure fidelity and ultimately sustainability of the interventions. These supports may come in a variety of ways including, but not, limited to external supports (training, evaluation), other financial resources and other organizational support and expertise (i.e. Family Resource Centers, Safe & Drug Free Schools, Parent Involvement Council, professional development).

**Requirement 4: The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements at each Tier I and Tier II school to be served.**

In order to align the needs of the individual school while maintaining the intent of the Managed Performance Empowerment theory of action model, in the area of standard curriculum, each SIG principal will be given sufficient operational flexibility through:

- Budgeting oversight and managing with general fund, Title I, and SIG budgets (staying in compliance with all Title and SIG guidelines);
- School calendar and daily schedule;
- Staff hiring including recruiting;
- Ability to see additional community partnerships outside of standard District partnerships.

The incoming SIG Principal initially brought seven certified staff members from his existing school. The remaining staff was hired based on their instructional expertise and ability to deliver rigorous standards based instruction.

All certified staff members would receive a one-time sign-on bonus to work at Smithridge ES. All classified staff members would receive a one-time sign-on bonus. **These sign-on bonuses will be \$1,000 for certified staff and \$500 for classified staff. These sign-on bonuses will only be given in Year 1 of the grant.**

A Learning Leadership Team (LLT) will be established with the primary focus of ensuring growth for all students. This team will be comprised of grade level representatives, classified staff, administration, and community members. The primary goal of this team is to ensure that all decisions and actions at Smithridge E.S. are focused on student achievement. The LLT will provide a focus for instruction in the classroom and ensure that Nevada State Standards and best practices in instruction are the school's focus. This new governance structure will be the advocate voice for all students at Smithridge ES. This change in governance will ensure that all stakeholders of Smithridge ES have an authentic voice in the education of their community and that the needs of the students come first. This team will also be providing peer feedback to classroom teachers and leading our Professional Learning Communities and Plan, Do, Study, Act (PLC/PDSA) meetings. The LLT will meet monthly to review available school-wide/classroom data and review classroom walkthroughs. Classroom data and instructional quality will be continuously monitored by the LLT with the singular goal of increased student performance.

**Data Implementation Specialists** will assist teachers with using data to differentiate instruction and build capacity for staff. **Netbooks will be purchased for the IS, RTI Intervention Teacher and two more for staff use for eWalks and student data collection.**

Staff members will also be encouraged to receive their **TESL endorsement** (if not endorsed already) at no cost to them during the first year of the Grant. Teachers will be encouraged to be innovative (specific use of Problem Based Learning) in their teaching approaches with a continual focus on best practice.



Due to the fact that a large percentage of Smithridge's students are Non-English speakers, it is imperative to provide additional assistance in the form of a **1 FTE Bi-lingual Assistant** to support the students as they struggle with the language barrier during instruction. This individual will not only serve as instructional support for students but will also bridge the language barrier gap between the parent and classroom. To facilitate increased parent engagement, monthly academic nights and other activities, such as ESL classes, homework and parenting strategies, will be held at Smithridge to improve the home/school connection and parent/school communication. The Parent Involvement Facilitator, with the help of the bi-lingual assistant, will organize community events at the school, and work to increase parental support, in addition to actively contacting parents to keep them informed and assisting them with any specific issues.

Smithridge's new SIG principal, Tom Wortman, has a strong STEM background. In fact, Mr. Tom Wortman has implemented a STEM Academy at a Clark County elementary school. **Smithridge will have a 1 FTE STEM Academy Coordinator and a .5 FTE STEM Academy Implementation Specialist to guide implementation of the STEM Academy.** The Academy Coordinator will be hired to fully develop, implement, coordinate, and evaluate all structures of the STEM Academy. Along with the coordinator a **.5 FTE Academy IS** will be hired to assist teachers in building their capacity to deliver STEM content to students. **STEM teachers will be paid hourly pay to work on STEM.** The STEM Academy will create strong student engagement, rigor and relevance, and professional learning for teachers.

The STEM Academy will incorporate strategies for students to advance their learning in STEM including the 21<sup>st</sup> century skills needed for STEM: interactive communication, critical and creative thinking, problem-solving, collaboration, data analysis, scientific inquiry and technology literacy. Teaching staff will increase their expertise in how to use technology to instruct students in core curriculum. Professional learning in this area will include understanding how to integrate the 21<sup>st</sup> century skills into classroom instruction, and use of technology to instruct. Time will be spent creating lessons plans that emphasize academy work, and/or time spent after regular work hours to enhance teacher depth of knowledge in academy work. Curriculum for this area will include project-based or authentic-based learning. Teachers can be released from the classroom four days during the year to develop inquiry-based, integrated STEM units in grade level teams. The District will help Smithridge partner with the University of Nevada, Reno and Truckee Meadows Community College to help integrate STEM instruction for both professional development and hands-on learning experiences for students. In order to implement the STEM Academy, Smithridge will need to expand its classroom technology which includes Netbooks (mini laptops) and an iPod lab. **Teachers will receive stipends for work in the Academy (lesson planning etc) in Years 2 and 3.** Professional development will be provided in the area of Science, Technology, Engineering, and Math with an emphasis on connecting best practices in Literacy. Coaches and the STEM Implementation Specialist will embed professional development into regular classroom instruction by modeling, providing opportunities to observe excellent STEM education, and continual coaching/feedback. **Grade level reps will be sent to a best practices STEM conference, such as National STEMS and/or Magnet School conferences,** to continue to build 21<sup>st</sup> skills capacity. Also in partnership with a STEM from UNR, Smithridge Elementary will have graduate students work with teachers on the infusion of STEM into day-to-day instruction. Authentic technology use during instruction will also be

addressed. Additional technology will be purchased using SIG funds to increase teacher and student authentic technology use. **Laptops** will be purchased to facilitate the use of student engagement technology, such as Promethean Boards. **Small student computers** will be purchased such as **iPads, iPods**, or a similar product from HP to assist with technology use and productivity. Additional STEM tools will be purchased to provide initial **Science Lab setup/activities such as FOSS Kit refurbishments, material from “Engineering is Elementary,” and “Lego We Do.”** Teachers will become adept at integrating technology into instruction using various tools provided by the SIG. Technology will become a normal part of instruction instead of the focus of instruction.

**SIOP development and training** for teaching staff will continue to best address the needs of at risk and second language learners. Staff development will be provided on-site by coaches and local experts. A Literacy Specialist (Title I funded), a Data/Collaboration Specialist, and a Writing Specialist (Title I funded) will be provided to work with all staff members in designing and implementing the very best possible instruction with an emphasis on the highest quality instruction in Math and Science as well as Literacy. Specialists will provide daily support and assistance in the areas of Literacy, Math/Science, and Data with integration of all content areas. The focus of any and all staff development will be to build capacity within the teaching ranks of Smithridge E.S. to deliver the very best research based differentiated instruction. To support instruction, Positive Behavior Supports (PBS) will be implemented in the 2010-2011 school year to create a positive comprehensive school climate. With the SIG, one additional **FTE RTI Intervention Teacher** will be provided to implement RTI, PBS, and social intervention programs in the classrooms and work with parents and community agencies to create a school that is indeed a community based resource for the parents and students it serves.

Whole school benchmark data including Curriculum Based Measurements (CBM), Developmental Reading Assessment (DRA) and **Measures of Academic Progress (MAP)** will be collected at a minimum of three times a year. This data will be used to adjust instructional programming and standards focus school-wide. The Nevada State Standards will be the basis of our instructional program with best practices in instruction. Teacher grade levels will be responsible for mapping and aligning standards to ensure fluid educational standards-based education K-5 at Smithridge ES. **MAP licenses will be purchased (one per student).** MAP data is disaggregated by the state standards strands, and provides curricular support. Individual strand needs for each student will be identified, and utilized to improve student learning. Students and teachers will identify growth goals and discuss strategies to attain those growth goals. Teachers will be held accountable for student growth and principals will be held accountable for the effectiveness of their teachers.

Using our early out every Wednesday, all staff will participate in the Plan/Do/Study/Act cycle. This process will ensure the use of standards based instruction, common assessments based on standards, and differentiated instruction based on weekly, or bi-monthly standards based common assessments. Beginning in the 2011/2012 school year, Smithridge, currently on a traditional calendar, will adopt a Single Track Green schedule as this schedule has been shown to be most effective with at-risk learners.

**After school tutoring will be provided for students in need of more ELA and Math instruction which will include six teachers for 4 hours a week for 25 weeks.**

To increase **learning time**, Smithridge will increase Primary Literacy instruction to two and a half hours/day. Intermediate Literacy instruction will be two hours and fifteen minutes long. Math block instruction will be increased to two hours/day for the Intermediate students and one hour and forty five minutes for the Primary grades. We will also have a rotating content section to ensure instruction in Social Studies and Science. The school day will also be extended for our most struggling students by using stipend money to provide extended day instruction. Primary and Intermediate will be on opposite rotations for literacy blocks so all support staff can be assigned to a classroom to support the classroom teacher in their core instruction.

In addition, targeted students will receive increased exposure to core curriculum during a STEM intersession/camp during offtrack which will provide support in the areas of science, technology, engineering, and mathematics. Smithridge teachers will be the instructors.

**Student Data:** The WCSD is committed to ensuring school administrators and staff have the available resources to support effective data-based instructional planning. Within the classroom setting, student-level data is available to the principal and teachers through WCSD's EduSoft system. By using this program, educators can access data specific to a student, class, or school. Data housed in EduSoft includes all formative and benchmark assessment data as well as CRT test scores. This data is reflected upon individually and within Professional Learning Community (PLC) time to guide instructional practices. The school principal can also view this data to pinpoint areas of need within the school and identify specific teachers in need of support.

Additionally, school staff will be supported by a zone support team led by an Area Superintendent and Performance Director beginning the 2010-2011 school year. Support teams include content specific specialists who will approach all instruction and program implementation based on strengths and weaknesses as measured by student performance data. A data analyst will also be assigned to the support team and will access and analyze student data specific to their assigned school. Although this data will be readily available to the school principal and certified staff through Infinite Campus, support in interpreting the information is likely to be needed. Data analysts will ensure that the principal and teachers understand the information, can use the information to monitor progress toward meeting key targets, and are able to use the information to set new instructional goals and modify teaching practices. The school principal will also have the assistance of a Performance Director in setting key targets, identifying interventions to meet targets, and identifying other supports where needed.

The school principal will be given in-depth consultation regarding their particular school's data, including trend, status, and growth information prior to the start of the 2010-2011 school year. This information is used to help the principal set key goals and match interventions to their school's particular needs. Upon the start of the school year, the principal will meet regularly with their assigned Performance Director to review their school's most current data and to set targets as needed. This information will be shared with teachers and other instructional staff within PLC time. Additionally, teacher performance as related to student growth indicators will be reviewed periodically by the principal and teachers and will be used to modify, develop, and inform

instructional practices. Because teacher performance was a key factor in identifying schools that would fit the transformation and turnaround models of reform, teacher performance will be examined frequently. The additional focus on teacher performance will be used to identify areas of professional development need as well as to highlight specific teachers and practices that achieve maximum results.

Public Policy, Accountability and Assessment (PPA&A) will create and maintain scorecards, dashboards, and other data displays based on the “Data Wise” Improvement Process that was developed by the Harvard Graduate School of Education (Boudett, City, & Murnane, 2006). These strategies of displaying student data, as well as other important data related to student achievement, will be manually created in the summer of 2010 and will be computer generated and updated by the spring of 2011. These mechanisms of data sharing will ensure that the information is timely, useable, and accessible -- all of which are needed for the information to be relevant to the instructional planning process. Additionally, PPA&A will support school staff and support teams by providing program evaluation, technical assistance, consultation for implementation needs, and direction for goal and objective clarification where needed.

Social and emotional supports will be delivered in a variety of ways. First, the school will be implementing Positive Behavior Support to fidelity. Principal Wortman will be guiding his staff to ensure implementation is done with fidelity. Also, the WCSD’s Family Resource Center (FRC) provides support for families in need which include a variety of services such as getting families their immediate needs taken care of (food, clothing shelter) and then FRC social workers can help families find jobs, provide transportation to jobs, offer parenting classes and also have a deeply embedded network with Washoe County Social Services, the Food Bank of Northern Nevada, Child Protective Services, and resources to health, and mental health care.

**Requirement 6:** The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

Smithridge ES Activity/Person Responsible	Year 1 2010-2011	Benchmarks	Year 2 2011-2012	Benchmarks	Year 3 2012-2013	Benchmarks
School Achievement Goals	See Requirement 7					
Academy Implementation Principal	Hire STEM Academy Coordinator and Half-time Implementation Specialist.	Staff hired Summer 2010.	STEM Coordinator continue implementation of STEM Academy with a focus on developing aligned curriculum to support new Common Core Standards with rigorous content in the areas of math and science.	STEM Academy instruction continues to infuse core curriculum.	Evaluate overall implementation and development of STEM Academy.	From evaluation results continue to fine-tune and expand STEM.
Academy Coordinator	Begin implementation of STEM Academy through PD offered for teachers in the area of math, science, and technology content by attending national STEM conference NSTA 2010 Summer Institute.	Instruction for STEM Academy begins Fall 2010 and continues through life of grant.			Develop parent/student survey to evaluate Academy current structures and benefits to students.	Student/parent survey developed on STEM to gather feedback for continuous improvement.
Academy Implementation Specialist	Purchase needed technology components for STEM Academy (FOSS/Engineering is Elementary/LEGO We Do.	Technology purchased, installed ready for use by mid Fall. Technology training for all teachers requiring it.	Evaluate all Academy structures including: -Instructional Specialist -PD for staff -technology implementation and use by staff and students -Sustainability of Academy structures	Evaluation drive continuous improvement for student achievement		
Teachers						

Smithridge ES Activity/ Person Responsible	Year 1 2010-2011	Benchmarks	Year 2 2011-2012	Benchmarks	Year 3 2012-2013	Benchmarks
Professional Development Program - Principal oversees	<u>SIOP Training</u> Best practice for ELLs. <u>MAP assessment</u> implementation. <u>Infinite Campus</u> implementation. <u>Skillful Teacher</u> <u>Academy PD</u>	<b>Staff trained in SIOP</b> Staff trained in MAP, Infinite Campus, Skillful Teacher and ongoing STEM Academy professional development.	<u>Evaluate fidelity of the implementation of SIOP, MAP assessments, Infinite Campus, SIOP/T4S, Skillful Teacher</u> <u>Begin cross referencing state standards with common core standards/ Assessments.</u> <u>Begin work on Individual Performance Growth Plan (IGPG) for teachers.</u> <u>Continue Academy PD.</u>	Evaluation results will improve fidelity and strengthen use of assessments to differentiate student instruction.	<u>Evaluate effectiveness of Year 1 &amp; 2 professional development and implementations</u> <u>Common Core standards/ assessments and Academy PD.</u>	Evaluation results improve professional development and implementation of Common Core standards/assessments and STEM Academy professional development.

Smithridge ES Activity/ Person Responsible	Year 1 2010-2011	Benchmarks	Year 2 2011-2012	Benchmarks	Year 3 2012-2013	Benchmarks
Parent Engagement  Parent Involvement Facilitator  Principal  Staff	<u>Establish Learning Leadership Team.</u>  <u>Continue offering evening activities.</u>	Learning Leadership Team established late summer, early fall. Meets on a monthly basis.  Monthly Academic Parent Nights.	<u>Using feedback from parent committees implement suggestions.</u>  <u>Evaluate effectiveness of parent involvement classroom.</u>	Feedback assist schools in improving parent communication, and parent-student-school functions, and parent involvement.	Using fully developed District Parent Engagement survey and feedback evaluate Year 1 & Year 2 parent engagement strategies.	Feedback used to revise parent engagement strategies.
	<u>Establish community partnerships to help support academy such as UNR STEM graduate students</u>  <u>Implement 21<sup>st</sup> Century Team Up.</u>	Partnerships established to help with STEM Academy.  21 <sup>st</sup> CCLC program starts in Fall 2010 and goes for 5 years.	<u>Build on partnerships to support chosen academy</u> <u>Sustain 21<sup>st</sup> Century Team Up program</u> <u>Extend partnerships to non-traditional partners including but not limited to: UNR, STEM industries w/in Washoe County.</u>	Established partnership expand STEM Academy learning through time, talent and/or resources.  Continued expansion of STEM partners in industry.	<u>Evaluate</u> partnerships in Year 1 and 2 and determine effective partnerships vs. non-effective.	Evaluation results will drive future partnership strategies.

Smithridge ES Activity/ Person Responsible	Year 1 2010-2011	Benchmarks	Year 2 2011-2012	Benchmarks	Year 3 2012-2013	Benchmarks
Extended Day Learning Principal Teaching staff	Implement revised school-wide daily schedule to increase instructional minutes around Common Core areas.  <u>Breakfast Club am tutoring.</u>  <u>21<sup>st</sup> Century after school program.</u>  <u>Off track STEM Intersession/Camp.</u>	Schedule established.   Breakfast Club, 21 <sup>st</sup> CCLC and off track STEM intersession Camp run during year.	Through review of AYP data, SIP, and NCAAT-S data determine effectiveness of extended day activities and make needed adjustments.	Data review drives improvements in instructional time.	Seek additional resources to sustain extended learning opportunities.	Resources obtained.



**Requirement 7: The LEA, must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor at each of its Tier I and Tier II schools that receives school improvement funds.**

The target goals for ELA and math established for each Tier I and Tier II will be monitored at the district level through Public Policy, Accountability and Assessment, and Area Superintendents. Teacher and student level data will be obtained from the District's interim assessments and annual State CRT scores. State CRT data will contain reading and math scores for grades 3 through 8. Writing scores obtained from the state CRT will be reported for grades 5 and 8. Data reflecting the progress toward meeting the ELA and Math goals will be communicated to school principals, school improvement teams, school zone leaders, the Executive Cabinet, and the Superintendent on a quarterly basis through evaluation briefs. Additionally, the status of schools in meeting their goals will be publicly communicated through school "scorecards" and "dashboards" (See detailed timeline in the District Appendix). Monitoring data will be used to inform the planning/inquiry cycle of school improvement: Specifically, goals and action steps will be adjusted based on the monitoring data to ensure maximum progress is made in achieving individual school goals. The following goals are for each School Improvement Plan. As the new principal and staff review student data, goals will be revised to reflect new direction and will be submitted with each school's revised School Improvement Plan for the 2010-2011 year.

Within the framework of Performance Management, and consistent with these targets, the underlying expectation of WCSD is that Smithridge Elementary will make AYP annually. Targets listed in the Smithridge Pathway Performance Targets chart (next page) were thoughtfully developed using trend data and benchmark school districts and are ambitious, SMART, and technically speaking, would result in schools making a minimum of safe harbor annually. Note: because clean 2010 data is not available to date, WCSD may have some revisions after it is complete.

SMITHRIDGE PATHWAY PERFORMANCE TARGETS							
	2007	2008	2009	2010	2011	2012	2013
	At or Above Proficiency			/	At or Above Exceeds Standard		
<b>5th Grade Math Performance</b>							
<i>District</i>	62% / 12%	61% / 13%	63% / 16%	NA	65% / 18%	67% / 20%	70% / 23%
<i>Smithridge</i>	34% / 4%	46% / 4%	47% / 5%	NA	51% / 10%	55% / 13%	59% / 16%
<b>5th Grade Reading Performance</b>							
<i>District</i>	56% / 8%	49% / 9%	53% / 9%	NA	57% / 14%	60% / 16%	65% / 18%
<i>Smithridge</i>	25% / 2%	32% / 2%	39% / 1%	NA	46% / 6%	50% / 9%	56% / 12%
<b>5th Grade Writing Performance</b>							
<i>District</i>	48% / 8%	45% / 6%	47% / 7%	NA	49% / 13%	53% / 15%	57% / 18%
<i>Smithridge</i>	27% / 1%	16% / 0%	24% / 3%	NA	31% / 7%	36% / 11%	40% / 15%
<b>3rd Grade Reading Performance</b>							
<i>District</i>	61% / 19%	58% / 25%	61% / 23%	NA	63% / 25%	66% / 27%	70% / 29%
<i>Smithridge</i>	29% / 2%	25% / 2%	38% / 12%	NA	44% / 15%	49% / 18%	54% / 20%
<b>3rd Grade Math Performance</b>							
<i>District</i>	56% / 23%	59% / 25%	59% / 28%	NA	62% / 29%	65% / 30%	69% / 31%
<i>Smithridge</i>	34% / 10%	36% / 8%	31% / 22%	NA	36% / 23%	40% / 25%	44% / 27%
<b>Kindergarten Reading Performance</b>							
<i>District</i>	NA	NA	NA	NA	59% / 12%	62% / 15%	65% / 18%
<i>Smithridge</i>	NA	NA	NA	NA	45% / 12%	49% / 15%	53% / 18%
<b>ELA AYP</b>	32.89%	28.25%	32.60%	NA	43%	53%	62%
<b>Math AYP</b>	37.64%	42.86%	40.89%	NA	50%	59%	68%

SCHOOL DISTRICT Washoe County School District PROJECT NUMBER \_\_\_\_\_

SCHOOL / GRANT NAME: SIG Smithridge

FISCAL YEAR 10-11

CHECK ONE: BUDGET X AMENDMENT \_\_\_\_\_ FINAL REPORT \_\_\_\_\_

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	163,500.00	176,567.00	340,067.00
200	Benefits	42,738.00	60,952.00	103,690.00
300	Purchased Professional Services	0.00	9,540.00	9,540.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0.00	0.00	
	580 Staff Travel	0.00	4,828.00	
	500 Other	0.00	0.00	
	<b>Total 500</b>	0.00	4,828.00	4,828.00
600	610 General Supplies (exclude 612)	4,000.00	0.00	
	612 Non Information Tech Items of Value *	0.00	0.00	
	620 Energy	0.00	0.00	
	630 Food	0.00	0.00	
	640 Books and Periodicals (Ex 641)	0.00	0.00	
	641 Textbooks	0.00	0.00	
	650 Supplies; Info Tech (Ex 651 , 652, 653)	16,200.00	0.00	
	651 Software	1,802.00	0.00	
	652 Information Tech Items of Value *	58,888.00	0.00	
	653 Web-based and Similar Programs	8,060.00	0.00	
	<b>Total 600</b>	88,950.00	0.00	88,950.00
800	810 Dues and Fees	0.00	0.00	
	890 Other Miscellaneous	0.00	0.00	
	800 Other	0.00	0.00	
	<b>Total 800</b>	0.00	0.00	0.00
<b>Subtotal 100 - 600 &amp; 800</b>		0.00	0.00	0.00
<b>** Approved Indirect Cost Rate : 3.67%</b>				20,079.00
700	730 Equipment: over \$5,000 each	0.00	0.00	
	700 Other	0.00	0.00	
	<b>Total 700</b>	0.00	0.00	0.00
<b>TOTAL</b>				567,154.00

Signature: \_\_\_\_\_

June 18, 2010

Signature of Authorized Representative

Date

\* All Items of Value must be itemized on the Budget Detail.

\*\* Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial

Date Approved

Grant Name:		SIG Smithridge		Project No:		
				Fiscal Year:	10-11	
X	A	B	C	D	E	F
Function	Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount
	100	<b>PERSONNEL:</b>				
1000	1510	Sign-on bonus/Certified		47	\$1,000	\$47,000.00
1000	1510	Sign-on bonus/Classified		17	\$500	\$8,500.00
1000	1120	Pre-K Bi-Lingual Teacher Assistant	1.0		\$30,000	\$30,000.00
1000	1110	RTI Intervention Teacher	1.0	1	\$60,000	\$60,000.00
1000	1210	Hourly Teachers - after school tutoring.		600	\$30	\$18,000.00
2213	1110	STEM Academy Coordinator	1.0	1	\$60,000	\$60,000.00
2213	1110	STEM Academy Imp. Spec.	0.5	0.5	\$60,000	\$30,000.00
2213	1691	Hourly Teachers for training (SIOP II)		705	\$30	\$21,150.00
2213	1110	Data Implementation Specialist	1.0	1	\$60,000	\$60,000.00
2515	1291	Administrative Costs		1.00%	\$5,417	\$5,417.00
		<b>NARRATIVE:</b>				
		Sign-on bonuses for teachers @ \$1,000 each and for classified @ \$500 each. (p. 15 Smithridge).				
		Smithridge will expand their Pre-K program with the addition of a bilingual class assistant. (p. 16 Smithridge).				
		RTI Intervention Teacher to implement RTI, PBS and social intervention programs in the classrooms and work with parents and community agencies (p. 17 Smithridge).				
		Hourly teachers to teach after school tutoring; 6 certified teachers x 4 hr/week for 25 weeks. (P. 18 Smithridge).				
		STEM Academy Coordinator to fully develop, implement, coordinate, and evaluate all structures of the STEM Academy. (P. 16 Smithridge).				
		STEM Academy Implementation Specialist to assist teachers in building their capacity to deliver STEM content to students. (P. 16 Smithridge).				
		Hourly pay for teachers to attend SIOP II training. 47 teachers x 15 hours x \$30. (P. 17 Smithridge).				
		Data IS to assist teachers with using data to differentiate instruction and build capacity for staff and help with the Plan, Do, Study, Act process. (P. 15 Smithridge).				
		Administrative Costs of the State & Federal Programs Department for the direct management costs incurred during the life cycle of this grant.				
					<b>TOTAL</b>	<b>\$340,067.00</b>

Grant Name:		SIG Smithridge		Project No:		
				Fiscal Year:	10-11	
X	A	B	C	D	E	F
Function	Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount
1000	200	<b>BENEFITS:</b>				
1000	2100	Group Insurance		\$ 7,500.00	\$15,000.00	\$15,000.00
1000	2101	Life Insurance: Cert / Class		\$ 110.00	\$220.00	\$220.00
1000	2101	Life Insurance: Admin / Pro		\$ 656.00		
1000	2102	Long Term Disab: Admin / Pro		0.25%		
1000	2200	FICA		6.20%		
1000	2300	PERS		21.50%	\$19,350.00	\$19,350.00
1000	2400	Medicare		1.45%	\$2,554.00	\$2,554.00
1000	2700	Workers Compensation		0.75%	\$1,114.00	\$1,114.00
1000	2880	Other Post Employment Ben.		15.00%	\$2,250.00	\$2,250.00
1000	2881	Public Employees Benefit Prog.		15.00%	\$2,250.00	\$2,250.00
2213	200	<b>BENEFITS:</b>				
2213	2100	Group Insurance		\$ 7,500.00	\$18,750.00	\$18,750.00
2213	2101	Life Insurance: Cert / Class		\$ 110.00	\$275.00	\$275.00
2213	2101	Life Insurance: Admin / Pro		\$ 656.00		\$0.00
2213	2102	Long Term Disab: Admin / Pro		0.25%		\$0.00
2213	2200	FICA		6.20%		\$0.00
2213	2300	PERS		21.50%	\$32,250.00	\$32,250.00
2213	2400	Medicare		1.45%	\$2,767.00	\$2,767.00
2213	2700	Workers Compensation		0.75%	\$1,284.00	\$1,284.00
2213	2880	Other Post Employment Ben.		15.00%	\$2,813.00	\$2,813.00
2213	2881	Public Employees Benefit Prog.		15.00%	\$2,813.00	\$2,813.00
		<b>NARRATIVE:</b>				
		Standard fringe benefits rates.				
					<b>TOTAL</b>	\$103,690.00
	300	<b>PURCHASED PROF. SERVICES:</b>				
2213	3300	Registration fees		4	\$ 525.00	\$2,100.00
2213	3300	TESL		4	\$ 1,860.00	\$7,440.00
		<b>NARRATIVE:</b>				
		Registration fees for STEM academy conference. 4 ppl x \$525 - \$2,100. (P. 17 Smithridge).				
		TESL endorsement fees for teachers their first year. \$1,860 per person for 4 graduate level courses through Sierra Nevada College. (P. 16 Smithridge).				
					<b>TOTAL</b>	\$9,540.00
	400	<b>PURCHASED PROP. SERVICES:</b>				

Grant Name:		SIG Smithridge		Project No:			
				Fiscal Year:		10-11	
X	A	B	C	D	E	F	
Function	Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount	
		<b>NARRATIVE:</b>					
		<b>TOTAL</b>					\$0.00
2213	500	<b>OTHER PURCHASED SERVICES:</b>					
	5800	Travel conference fees		4	\$ 1,207.00		\$4,828.00
		<b>NARRATIVE:</b>					
		Travel for staff to attend STEM academy conference. Airfare at \$600 x 4 ppl = \$2,400.00. Hotel (2 nts/sgl occup.) x 4 pp x \$233/night = \$1,864. Per Diem 3 Days x 4 pp x \$27 = \$324. Ground Travel - 3 days x 4 pp x \$20/day = \$240.00. (P. 17 Smithridge).					
		<b>TOTAL</b>					\$4,828.00
	600	<b>SUPPLIES:</b>					
1000	6530	MAP Licenses		620	\$ 13.00		\$8,060.00
1000	6520	Netbooks		4	\$ 547.00		\$2,188.00
1000	6510	Software Imaging for netbooks		4	\$ 53.00		\$212.00
1000	6520	Laptops		30	\$ 890.00		\$26,700.00
1000	6510	Software Imaging for laptops		30	\$ 53.00		\$1,590.00
1000	6520	iPads		60	\$ 500.00		\$30,000.00
1000	6503	iPods		60	\$ 270.00		\$16,200.00
1000	6100	Supplies: Foss Kits		10	\$ 400.00		\$4,000.00
		<b>NARRATIVE:</b>					
		Measured Academic Progress (MAP) assessment licenses for 620 students x \$13/student. (P. 17 Smithridge).					
		Netbooks and software imaging for Data Coach and RTI Intervention teacher, plus two for staff use for eWalks and other student data collection. (P. 16 Smithridge).					
		Laptop mobile computer lab and software imaging for students (P. 17 Smithridge).					
		iPads for student use for classroom instruction. (P. 17 Smithridge).					
		iPods for language labs for students to listen to language for skill building, read along, etc. (P. 17 Smithridge).					
		Supplies; Foss Kits refurbishments / engineering is elementary / LEGO We Do, etc. (P. 17 Smithridge).					
		<b>TOTAL</b>					\$88,950.00
	800	<b>OTHER OBJECTS:</b>					
		<b>NARRATIVE:</b>					
		<b>TOTAL</b>					\$0.00

Grant Name:		SIG Smithridge		Project No:		
				Fiscal Year:		10-11
X	A	B	C	D	E	F
Function	Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount
Subtotal Objects 100 - 600 & 800						\$547,075.00
Approved Indirect Cost Rate: 3.67% x Subtotal Above						\$20,079.00
	700	EQUIPMENT:				
		NARRATIVE:				
					TOTAL	\$0.00
					GRANT TOTAL	\$567,154.00

SCHOOL DISTRICT Washoe County School District PROJECT NUMBER \_\_\_\_\_

SCHOOL / GRANT NAME: SIG Smithridge

FISCAL YEAR 11-12

CHECK ONE: BUDGET ☒ AMENDMENT \_\_\_\_\_ FINAL REPORT \_\_\_\_\_

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	108,000.00	157,114.00	265,114.00
200	Benefits	41,846.00	60,667.00	102,513.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0.00	0.00	
	580 Staff Travel	0.00	0.00	
	500 Other	0.00	0.00	
	<b>Total 500</b>	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	4,000.00	0.00	
	612 Non InformationTech Items of Value *	0.00	0.00	
	620 Energy	0.00	0.00	
	630 Food	0.00	0.00	
	640 Books and Periodicals (Ex 641)	0.00	0.00	
	641 Textbooks	0.00	0.00	
	650 Supplies; Info Tech (Ex 651 , 652, 653)	6,750.00	0.00	
	651 Software	848.00	0.00	
	652 Information Tech Items of Value *	28,240.00	0.00	
	653 Web-based and Similar Programs	8,060.00	0.00	
	<b>Total 600</b>	47,898.00	0.00	47,898.00
800	810 Dues and Fees	0.00	0.00	
	890 Other Miscellaneous	0.00	0.00	
	800 Other	0.00	0.00	
	<b>Total 800</b>	0.00	0.00	0.00
<b>Subtotal 100 - 600 &amp; 800</b>		0.00	0.00	0.00
<b>** Approved Indirect Cost Rate : 3.67%</b>				15,249.00
700	730 Equipment: over \$5,000 each	0.00	0.00	
	700 Other	0.00	0.00	
	<b>Total 700</b>	0.00	0.00	0.00
<b>TOTAL</b>				430,774.00

Signature: \_\_\_\_\_

Signature of Authorized Representative

June 18, 2010

Date

\* All Items of Value must be itemized on the Budget Detail.

\*\* Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial

Date Approved



Grant Name:		SIG Smithridge		Project No:		
				Fiscal Year:		11-12
X	A	B	C	D	E	F
Function	Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount
	100	PERSONNEL:				
1000	1120	Pre-K Bi-Lingual teacher Assistant	1.0	1	\$30,000	\$30,000.00
1000	1110	RTI Intervention Teacher	1.0	1	\$60,000	\$60,000.00
1000	1210	Hourly Teachers Tutoring		600	\$30	\$18,000.00
2213	1110	STEM Academy Coordinator	1.0	1	\$60,000	\$60,000.00
2213	1110	STEM Academy Imp. Spec.	0.5	0.5	\$60,000	\$30,000.00
2213	1110	Data Implementation Specialist	1.0	1	\$60,000	\$60,000.00
2213	1691	Stipends for Academies		100	\$30	\$3,000.00
2515	1291	Administrative Costs		1.00%	\$4,114	\$4,114.00
		NARRATIVE:				
		Smithridge will expand their Pre-K program with the addition of a bilingual class assistant. (p. 16 Smithridge).				
		RTI Intervention Teacher to implement RTI, PBS and social intervention programs in the classrooms and work with parents and community agencies (p. 17 Smithridge).				
		STEM Academy Coordinator to fully develop, implement, coordinate, and evaluate all structures of the STEM Academy. (P. 16 Smithridge).				
		STEM Academy Implementation Specialist to assist teachers in building their capacity to deliver STEM content to students. (P. 16 Smithridge).				
		Data IS to assist teachers with using data to differentiate instruction and build capacity for staff and help with the Plan, Do, Study, Act process. (P. 15 Smithridge).				
		Stipends for Academies will be paid to teachers to continue to integrate Academy methods of instruction into curriculum. Time will be spent creating lessons plans that emphasize academy work, and/or time spent after regular work hours to enhance teacher depth of knowledge in academy work. (p. 16 Smithridge)				
		Administrative Costs of the State & Federal Programs Department for the direct management costs incurred during the life cycle of this grant.				
					TOTAL	\$265,114.00

Grant Name:		SIG Smithridge		Project No:		
				Fiscal Year:		11-12
X	A	B	C	D	E	F
Function	Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount
	200	<b>BENEFITS:</b>				
1000	2100	Group Insurance		\$ 7,500.00	\$15,000.00	\$15,000.00
1000	2101	Life Insurance: Cert / Class		\$ 110.00	\$220.00	\$220.00
1000	2101	Life Insurance: Admin / Pro		\$ 656.00		\$0.00
1000	2102	Long Term Disab: Admin / Pro		0.25%		\$0.00
1000	2200	FICA		6.20%		\$0.00
1000	2300	PERS		21.50%	19,350.00	\$19,350.00
1000	2400	Medicare		1.45%	1,966.00	\$1,966.00
1000	2700	Workers Compensation		0.75%	\$810.00	\$810.00
1000	2880	Other Post Employment Ben.		15.00%	\$2,250.00	\$2,250.00
1000	2881	Public Employees Benefit Prog.		15.00%	\$2,250.00	\$2,250.00
	200	<b>BENEFITS:</b>				
2213	2100	Group Insurance		\$ 7,500.00	\$18,750.00	\$18,750.00
2213	2101	Life Insurance: Cert / Class		\$ 110.00	\$275.00	\$275.00
2213	2101	Life Insurance: Admin / Pro		\$ 656.00		\$0.00
2213	2102	Long Term Disab: Admin / Pro		0.25%		\$0.00
2213	2200	FICA		6.20%		\$0.00
2213	2300	PERS		21.50%	\$32,250.00	\$32,250.00
2213	2400	Medicare		1.45%	\$2,482.00	\$2,482.00
2213	2700	Workers Compensation		0.75%	\$1,284.00	\$1,284.00
2213	2880	Other Post Employment Ben.		15.00%	\$2,813.00	\$2,813.00
2213	2881	Public Employees Benefit Prog.		15.00%	\$2,813.00	\$2,813.00
		<b>NARRATIVE:</b>				
		Standard fringe benefits rates.				
					<b>TOTAL</b>	\$102,513.00
	300	<b>PURCHASED PROF. SERVICES:</b>				
		<b>NARRATIVE:</b>				
					<b>TOTAL</b>	\$0.00
	400	<b>PURCHASED PROP. SERVICES:</b>				
		<b>NARRATIVE:</b>				
					<b>TOTAL</b>	\$0.00

Grant Name:		SIG Smithridge		Project No:		
				Fiscal Year:		11-12
X	A	B	C	D	E	F
Function	Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount
	500	OTHER PURCHASED SERVICES:				
		NARRATIVE:				
		TOTAL				\$0.00
	600	SUPPLIES:				
1000	6530	MAP Licenses		620	\$ 13.00	\$8,060.00
1000	6520	Laptops		16	\$ 890.00	\$14,240.00
1000	6510	Software Imaging for laptops		16	\$ 53.00	\$848.00
1000	6520	iPads		28	\$ 500.00	\$14,000.00
1000	6503	iPods		25	\$ 270.00	\$6,750.00
1000	6100	Supplies: Foss Kits		10	\$ 400.00	\$4,000.00
		NARRATIVE:				
		Measured Academic Progress (MAP) assessment licenses for 620 students x \$13/student. (P. 17 Smithridge).				
		Laptop mobile computer lab and software imaging for students (P. 17 Smithridge).				
		iPads for student use for classroom instruction. (P. 17 Smithridge).				
		iPods for language labs for students to listen to language for skill building, read along, etc. (P. 17 Smithridge).				
		Supplies; Foss Kits refurbishments / engineering is elementary / LEGO We Do, etc. (P. 17 Smithridge).				
		TOTAL				\$47,898.00
	800	OTHER OBJECTS:				
		NARRATIVE:				
		TOTAL				\$0.00
Subtotal Objects 100 - 600 & 800						\$415,525.00
Approved Indirect Cost Rate: 3.67% x Subtotal Above						\$15,249.00
	700	EQUIPMENT:				
		NARRATIVE:				
		TOTAL				\$0.00
GRANT TOTAL						\$430,774.00

SCHOOL DISTRICT Washoe County School District PROJECT NUMBER \_\_\_\_\_

SCHOOL / GRANT NAME: SIG Smithridge

FISCAL YEAR 12-13

CHECK ONE: BUDGET X AMENDMENT \_\_\_\_\_ FINAL REPORT \_\_\_\_\_

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	108,000.00	156,545.00	264,545.00
200	Benefits	41,446.00	60,749.00	102,195.00
300	Purchased Professional Services	0.00	0.00	0.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0.00	0.00	
	580 Staff Travel	0.00	0.00	
	500 Other	0.00	0.00	
	<b>Total 500</b>	0.00	0.00	0.00
600	610 General Supplies (exclude 612)	0.00	0.00	
	612 Non Information Tech Items of Value *	0.00	0.00	
	620 Energy	0.00	0.00	
	630 Food	0.00	0.00	
	640 Books and Periodicals (Ex 641)	0.00	0.00	
	641 Textbooks	0.00	0.00	
	650 Supplies; Info Tech (Ex 651 , 652, 653)	0.00	0.00	
	651 Software	0.00	0.00	
	652 Information Tech Items of Value *	0.00	0.00	
	653 Web-based and Similar Programs	8,060.00	0.00	
	<b>Total 600</b>	8,060.00	0.00	8,060.00
800	810 Dues and Fees	0.00	0.00	
	890 Other Miscellaneous	0.00	0.00	
	800 Other	0.00	0.00	
	<b>Total 800</b>	0.00	0.00	0.00
<b>Subtotal 100 - 600 &amp; 800</b>		0.00	0.00	0.00
<b>** Approved Indirect Cost Rate : 3.67%</b>				13,142.00
700	730 Equipment: over \$5,000 each	0.00	0.00	
	700 Other	0.00	0.00	
	<b>Total 700</b>	0.00	0.00	0.00
<b>TOTAL</b>				<b>387,942.00</b>

Signature: \_\_\_\_\_  
Signature of Authorized Representative

June 18, 2010

Date

\* All Items of Value must be itemized on the Budget Detail.

\*\* Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY

Initial

Date Approved

Grant Name:		SIG Smithridge		Project No:		
				Fiscal Year:	12-13	
X	A	B	C	D	E	F
Function	Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount
	100	<b>PERSONNEL:</b>				
1000	1121	Pre-K Bi-lingual Teacher Assistant	1.0	1	\$30,000	\$30,000.00
1000	1110	RTI Intervention Teacher	1.0	1	\$60,000	\$60,000.00
1000	1210	Hourly Teachers - after school tutoring.		600	\$30	\$18,000.00
2213	1110	STEM Academy Coordinator	1.0	1	\$60,000	\$60,000.00
2213	1110	STEM Academy Imp. Spec.	0.5	0.5	\$60,000	\$30,000.00
2213	1110	Data Implementation Specialist		1	\$60,000	\$60,000.00
2213	1691	Stipends for Academies		100	\$30	\$3,000.00
2515	1291	Administrative Costs		1.00%	\$3,545	\$3,545.00
		<b>NARRATIVE:</b>				
		Smithridge will expand their Pre-K program with the addition of a bilingual class assistant. (P. 16 Smithridge).				
		RTI Intervention Teacher to implement RTI, PBS and social intervention programs in the classrooms and work with parents and community agencies (p. 17 Smithridge).				
		Hourly teachers to teach after school tutoring; 6 certified teachers x 4 hr/week for 25 weeks. (P. 18 Smithridge).				
		STEM Academy Coordinator to fully develop, implement, coordinate, and evaluate all structures of the STEM Academy. (P. 16 Smithridge).				
		STEM Academy Implementation Specialist to assist teachers in building their capacity to deliver STEM content to students. (P. 16 Smithridge).				
		Data IS to assist teachers with using data to differentiate instruction and build capacity for staff and help with the Plan, Do, Study, Act process. (P. 15 Smithridge).				
		Stipends will be paid to teachers to continue to integrate Academy methods of instruction into curriculum. Time will be spent creating lessons plans that emphasize academy work, and/or time spent after regular work hours to enhance teacher depth of knowledge in academy work. (P. 16 Smithridge)				
		Administrative Costs of the State & Federal Programs Department for the direct management costs incurred during the life cycle of this grant.				
					<b>TOTAL</b>	<b>\$264,545.00</b>

Grant Name:		SIG Smithridge		Project No:		
				Fiscal Year:		12-13
X	A	B	C	D	E	F
Function	Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount
	200	<b>BENEFITS:</b>				
1000	2100	Group Insurance		\$7,500.00	\$15,000.00	\$15,000.00
1000	2101	Life Insurance: Cert / Class		\$ 110.00	\$220.00	\$220.00
1000	2101	Life Insurance: Admin / Pro		\$ 656.00	\$0.00	\$0.00
1000	2102	Long Term Disab: Admin / Pro		0.25%	\$0.00	\$0.00
1000	2200	FICA		6.20%	\$0.00	\$0.00
1000	2300	PERS		21.50%	\$19,350.00	\$19,350.00
1000	2400	Medicare		1.45%	\$1,566.00	\$1,566.00
1000	2700	Workers Compensation		0.75%	\$810.00	\$810.00
1000	2880	Other Post Employment Ben.		15.00%	\$2,250.00	\$2,250.00
1000	2881	Public Employees Benefit Prog.		15.00%	\$2,250.00	\$2,250.00
	200	<b>BENEFITS:</b>				
2213	2100	Group Insurance		\$7,500.00	\$18,750.00	\$18,750.00
2213	2101	Life Insurance: Cert / Class		\$ 110.00	\$275.00	\$275.00
2213	2101	Life Insurance: Admin / Pro		\$ 656.00	\$0.00	\$0.00
2213	2102	Long Term Disab: Admin / Pro		0.25%	\$0.00	\$0.00
2213	2200	FICA		6.20%	\$0.00	\$0.00
2213	2300	PERS		21.50%	\$32,250.00	\$32,250.00
2213	2400	Medicare		1.45%	\$2,564.00	\$2,564.00
2213	2700	Workers Compensation		0.75%	\$1,284.00	\$1,284.00
2213	2880	Other Post Employment Ben.		15.00%	\$2,813.00	\$2,813.00
2213	2881	Public Employees Benefit Prog.		15.00%	\$2,813.00	\$2,813.00
		<b>NARRATIVE:</b>				
		Standard fringe benefits rates.				
					<b>TOTAL</b>	\$102,195.00
	300	<b>PURCHASED PROF. SERVICES:</b>				
		<b>NARRATIVE:</b>				
					<b>TOTAL</b>	\$0.00
	400	<b>PURCHASED PROP. SERVICES:</b>				
		<b>NARRATIVE:</b>				
					<b>TOTAL</b>	\$0.00

Grant Name:		SIG Smithridge		Project No:		
				Fiscal Year:		12-13
X	A	B	C	D	E	F
Function	Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount
	500	OTHER PURCHASED SERVICES:				
		NARRATIVE:				
		TOTAL				\$0.00
	600	SUPPLIES:				
1000	6530	MAP Licenses		620	\$ 13.00	\$8,060.00
		NARRATIVE:				
		Measured Academic Progress (MAP) assessment licenses for 620 students x \$13/student. (P. 17 Smithridge).				
		TOTAL				\$8,060.00
	800	OTHER OBJECTS:				
		NARRATIVE:				
		TOTAL				\$0.00
Subtotal Objects 100 - 600 & 800						\$374,800.00
Approved Indirect Cost Rate: 3.67% x Subtotal Above:						\$13,142.00
	700	EQUIPMENT:				
		NARRATIVE:				
		TOTAL				\$0.00
GRANT TOTAL						\$387,942.00